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ABSTRACT

Fundamental changes in family life in recent decades have raised parental and familial stress to unprecedented levels. The result is increasing isolation and frustration among families, placing them at risk for a wide range of social problems. Public and private institutions have been slow to respond to the changes in family life, to the needs these changes have engendered, and to their potentially costly and long-term repercussions. The delivery of social services to families in the United States operates on a limited casualty-based, crisis-driven system, and resources are primarily devoted to treating existing, well-defined problems. In contrast, family support programs are grounded in a preventive approach, one that fosters the opportunity for parents to provide the best possible environment for their children. This booklet describes family resource programs and outlines the steps required to develop a program. The first part examines the need for family resource programs and discusses the goals and services, design, and unique qualities of family resource programs. The second part outlines 12 steps necessary to develop a program. These steps are: (1) forming a planning committee; (2) assessing needs; (3) choosing a program model; (4) setting the program's purpose, goals, and objectives; (5) choosing an administrative structure; (6) fundraising; (7) determining location; (8) selecting staff; (9) recruiting families; (10) providing child care; (11) developing the program; and (12) evaluating the program's progress. The booklet includes a checklist for use during program development and a listing of family resource programs. (TJQ)

guidelines for establishing family

Guidelines for Establishing Family Resource Programs

Judith Smith Musick
Bernice Weissbourd

National Committee for
Prevention of Child Abuse

Dedicated to the memory of
Marjorie S. Parcell
a friend who cared, and was deeply concerned
about the welfare of all the world's children.

Special notice to federal employees: You can make a donation to NCPCA through the federal government's annual fund-raising program, the Combined Federal Campaign. Designate your gift to NCPCA by writing in Code #0891 on the CFC pledge card you will receive during the campaign.

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Preface

To protect our children, it is crucial that communities support parents in the vital mission of providing their children with inner security and self-worth in loving and nurturing homes. Unfortunately, too many mothers and fathers today are coming to parenthood unprepared. Many have not had positive role models themselves when growing up. Often, as well, extended families are not as available to support new parents as they were in the past.

All over the country, family support programs provide parents with a network of professionals and volunteers to assist them in raising their children and promoting their total health and well-being.

The National Committee for Prevention of Child Abuse has long believed that preventing child abuse and neglect requires the commitment, involvement, and teamwork of the entire community. Protecting the well-being of children and families is the responsibility of every citizen. This booklet makes a substantial and intelligent contribution toward helping communities mobilize to help children and their families.

Matilda R. Cuomo
Albany, New York

Introduction

American families are in crisis. Fundamental changes in family life in recent decades have raised parental and familial stress to unprecedented levels. These changes include the increasing percentage of both parents in the work force; changes in family structure brought about by divorce, remarriage, and single parenthood; the increasing geographic mobility of families; and growing poverty among children, particularly those in female-headed households. The result is increasing isolation and frustration among families from all social, racial, and cultural groups, placing them at risk for a wide range of social problems, including health and mental problems, child abuse and neglect, school failure, teenage pregnancy, substance abuse, and delinquent or criminal behavior.

Regrettably, both public and private societal institutions have been slow to respond to the changes in family life, to the needs these changes have engendered, and to their potentially costly and long-term repercussions. For the most part, the delivery of social services to families in the United States continues to operate on a limited casualty-based, crisis-driven system. Resources are primarily devoted to treating existing, well-defined problems, rather than to developing the capacity of all families to avoid problems or to deal with them effectively at an early stage. In contrast, family support programs are grounded in a preventive approach, one that fosters the opportunity for parents to provide the best possible environment for their children. Such an approach has been shown not only to be cost effective, but most importantly, to prevent the wasting of human lives.

Why Family Resource Programs Are Needed

In the past, a family typically consisted of a mother, a father, and several young children. The parents received advice, information, and child care from their own parents, aunts, uncles, friends, and neighbors.

Today, the composition of the family has changed: teenagers struggle to finish school and obtain job training while raising babies; adult children who have left the nest are returning home because of a lack of job opportunities, divorces and remarriages create single-parent families and "blended" families. Some families do not involve a marriage. At the same time, help in raising children has decreased. Grandma and grandpa may live 3,000 miles away. Or, for couples who have postponed having children until their thirties, grandma and grandpa may be in their seventies, and the parents must take care of toddlers and aging parents at the same time.

Where do today's families find support? Communities may have health or medical programs, social service agencies, welfare assistance, or recreation programs, but none of these is designed to support the basic task of parenting. In response to this need, social service providers and families in communities across the country have organized family resource programs to help families help themselves.

What Are Family Resource Programs?

Goals and Services Offered

Family resource programs are significantly and deliberately different from traditional social service programs. Rather than focusing primarily on a carefully circumscribed group of families who are in the midst of severe problems, family resource programs are available to a wide range of families, providing an opportunity for families to function better so as to enhance their quality of life and avoid or lessen problems that might develop later.

Common to all family resource programs is their intent to provide families with access to the information and support necessary to strengthen family and community life, and enhance the healthy growth and development of children. Based on the concept that not only children but also parents grow, develop, and need nurturing, family resource programs seek to meet the needs of both by providing

new opportunities for education and support. They seek to provide child and *parent* care.

For example, family resource programs could meet the needs of people in the following situations:

- A successful career woman with a wailing newborn finds that for the first time she feels incompetent and depressed. Her old friends at work don't seem to understand why she feels that way. She needs to talk to other women who have been through the same thing.
- A divorced father has weekend custody of his children. He's unfamiliar with the developmental stages they're going through, and he's not sure what activities they'd like. He needs a source of information and ideas.
- An adolescent mother and her child live in an isolated rural area. She is so overwhelmed that she can barely leave the house; her infant badly needs regular medical care. She needs a peer in the community who can assist her to get the help she needs.

Thousands of family resource programs exist throughout the United States, serving every type of family imaginable in nearly every type of community. Some are in preschools, public schools, and universities; some are in mental health facilities; some are in voluntary service agencies such as programs sponsored by nurse-midwives and pediatric social workers; some are on military bases; and some are in the workplace. In some cases, professional social service agencies have expanded their programs to include family support services beyond therapy. And there are a large number of community-based parent mutual-aid programs, parent cooperatives, and groups that have formed in churches, temples, workplaces, and community centers.

The services offered to parents by family resource programs are as varied as their settings. These include drop-in centers, parent discussion groups, child care, skill training, parent education classes, social and recreational activities, peer-support groups, information and referral, parent-child joint activity groups, warmlines and hotlines, health care and education, crisis intervention, and advocacy.

There is a wide diversity in the services offered by each program. Some programs focus on one type of service, such as parent education or information and referral. Many are comprehensive programs that combine resources and act as a central resource. There is a similar diversity in budgets, ranging from $2,000 to more than $1 million annually. Some programs are staffed entirely by volunteers, while others are largely staffed by professionals. Many combine professionals, community members, and volunteer staff.

Each family resource program is set up differently, but in general all family resource programs have one goal: to reach families early in an effort to prevent serious problems and to promote healthy functioning.

Program Design

Parenting is not completely instinctive. *Every* family can benefit from supportive social networks and access to information. Consequently, programs are found in communities of every income level and racial and ethnic makeup.

Family resource programs are designed for and by individual communities. Each program should reflect the particular cultural and social characteristics of the community's location, as well as the age and needs of the participants. For example, a program set up by educated, middle-class parents living in the suburbs with the goals of increasing their knowledge about child development and improving parent-child interaction by enhancing self-esteem may take a very flexible, informal form. But an inner-city program for teenage parents with the same goals may have to be more structured, with an additional emphasis on long-range individual goals like finishing school or learning a job skill. A drop-in center, which could be successful in many communities, may not work well in a community that perceives unstructured activities to be a distraction from daily responsibilities, and where only attendance at a structured program (like a time set aside to work on crafts or gain a new skill) is culturally acceptable. Programs in the workplace must take different factors into consideration. For example, busy parents may decide to meet occasionally during a lunch break to discuss child and family topics as well as how to handle the stress of being a working parent.

The particular population served may also determine how a program is staffed. Older parents may rely primarily on self-help, while programs designed for teenage parents usually include a strong professional staff, who may supervise community-based lay helpers. An identified high-risk population is often served by a home visitor, who may be from the community and is therefore less distant or threatening, and who provides concrete services, information, and emotional support through personal visits. A program in the workplace may bring in guest speakers or use films and videotapes.

What Makes Family Resource Programs Unique?

Despite their diversity, family resource programs have several unifying characteristics that distinguish them from other social service programs:

- They are primarily oriented toward *prevention* of family problems rather than treatment of existing problems. Families are therefore encouraged to participate in family resource programs at any time, not just in times of crisis. This reduces the need for later intervention at greater financial and social cost. It also increases a family's ability to cope independently rather than providing a system upon which families become dependent.
- They are viewed as community resources, much like libraries or recreation centers, available to all families whenever they choose to avail themselves of the programs.
- They focus on a family's strengths, rather than on weaknesses, in an effort to help families function better. In this way potential problems are either avoided or their severity is lessened. The aim of family resource programs is to create a healthy family environment and to help families access the resources they need to sustain that environment.
- They provide linkages and referrals to other community and social services that families may need.
- They encourage the involvement of families and community representatives in determining program direction. Since the family cannot be seen as separate from the community, family resource programs provide support in the context of community life and values. Because they are not burdened by the weight of a bureaucracy, these programs can be flexible enough to meet changing community needs.
- The staff view themselves as partners with parents in efforts to enhance child and family development. While professionals may provide important training and backup, family resource programs acknowledge significant roles for paraprofessionals, volunteers, and family members. This reduces dependence on professionals and reemphasizes the capability of individuals and the power of peer support, mutual aid, and social networks.

How to Start a Family Resource Program

A family resource program can be planned from the beginning as a comprehensive program. Or it might begin with one modest service – such as an informal parent support and education group or a play group organized by a group of mothers. Often, the demand for such programs demonstrates the need for a community to create a more structured, multiservice program.

The size of a proposed program, the working styles of its organizers, and the resources and support available to them all influence the organizing process. While some programs are established within a few months, most develop over the course of one or two years. Whatever the timetable of a proposed program, a few basic guidelines should be followed.

Forming a Planning Committee

Although some programs have been successfully established by a single, dedicated parent, professional, or volunteer, developing a program is undoubtedly easier if planning responsibilities are shared among a number of individuals. For most program organizers, therefore, the first step is to form a planning committee. Ideally, this committee would include both human service professionals, who can contribute their expertise, understanding of social services, and knowledge about resources for families, and parents, who can lend first-hand information about their needs and interests.

Assessing Needs

The first task of the planning committee is to engage community leaders, parents, and local program directors in the planning process. Discussion of community values and traditions lays the groundwork for programs that are responsive to the needs of local families.

A community needs assessment can be useful. The information collected should include the characteristics, problems, and strengths of the community; resources and services that are or have been available for families; and services that are needed and would be supported by the community. While this information is gathered (perhaps through census research, personal interviews, community forums, and community surveys), relationships will be established with community leaders, churches, staff members of agencies, and

with the families themselves. Information collected during the planning process should provide direction about the populations to be targeted and the types of services that would be beneficial and appropriate for the community.

Choosing a Program Model

There are five broad categories of family resource program models: center-based programs, parent networks, home-based programs, warmlines, and parent groups.

Center-based programs. There are two major types of center-based programs: drop-in centers and parent education centers.

Drop-in centers provide support, resources, and information to parents through both structured and unstructured programs that are provided under the leadership of staff members, volunteers, and parents. Drop-in programs offer parents opportunities to socialize and informally share their experiences, information, and resources with other parents or staff members. As most drop-in programs provide child care, participating parents also find temporary relief from the full responsibility of caring for their children, an aspect of the program that is particularly helpful to parents and children during times of crisis and extraordinary stress.

Centers with professional staff members often provide short-term individual and family counseling to assist parents with issues related to their child's behavior and development or to cope with a crisis. They also make referrals to other resources and services.

Drop-in centers that serve special needs groups such as low income families and adolescent parents often provide some traditional social services. In addition to the services mentioned above, such centers might provide health and nutrition education, medical referral services, educational instruction, vocational training, and counseling.

Parent education centers provide a wide range of programs to a large number of parents. But unlike drop-in centers, parent education centers usually offer only structured programs at specified times. Some programs provide a combination of topical, one-time workshops, topic-focused groups offered in four- to eight-week series, and support groups that meet on an ongoing basis.

The workshops, groups, and classes offered by parent education and drop-in centers cover similar topics, such as issues of particular age groups (toddlers, teens), developmental issues (separation, autonomy), parenting skills (care of newborns, approaches to discipline), special needs of different kinds of parents (foster parents, stepparents, adoptive parents), crisis management (divorce, death of a

child), and health education (prenatal care, fitness).

In addition, both parent education and drop-in centers often provide a lending library of books about parenting and child development, a newsletter or monthly schedule of events, and recreational events for families.

Parent network. This model is difficult to describe, but simple to implement. The most distinctive characteristic of a parent network is that its services are provided in a variety of locations throughout a community. Parent networks are usually founded and operated by parents. Groups meet and events are held in private homes or public meeting places like churches, schools, and park districts. Many parent networks use a newsletter as a basis for communicating information.

Home-based programs. These programs provide supportive services to families in their homes. Program goals are to reduce family stress, model and teach child development and parenting skills, provide support to parents in their own environment, help parents develop self-help skills, and enable them to use available resources. Home visiting is often a good choice in rural areas, although it may also be effective in urban areas, particularly with hard-to-reach families.

Most often, these programs target parents of newborns, families with multiple problems, and families that are socially or culturally isolated and who are, therefore, unlikely to use center-based services.

Home visitors may be volunteers or paid staff members, professionals or paraprofessionals. To help alleviate the discomfort many families feel about having "outsiders" in their homes, most home visitors are peers of the families being visited. Home visitors serve as friends, teachers, role models, and advocates. They offer information, support, educational activities, and assistance with tasks like shopping, housekeeping, and transportation.

Home visiting can take two approaches. In the parent-to-parent model, the home visitor — usually a volunteer — provides direct service. In the family management approach, the home visitor coordinates the family's use of community resources.

Some home visiting services are components of center-based programs, often being used as the initial approach to hard-to-reach or isolated families. Other home visiting services are freestanding, with their own administrative structure.

Warmlines. Warmlines offer free telephone consultation services to the parents of young children who have concerns or questions about their child's development or behavior, or simply need someone to talk

to. They are staffed by experienced parents or professionals who can respond to a range of requests, from everyday concerns of parents like sleep disruptions or breast-feeding, to the special needs of children with disabilities or illnesses. Staff members provide practical, detailed information about child care and development, support groups, and community resources, and make referrals in a crisis situation or for medical issues. Some warmlines offer a series of prerecorded audiotapes about issues that are of concern to many parents.

Parent groups. These groups are generally formed for a specific purpose: to educate and inform, to provide opportunities for mutual support or self-help, to offer advocacy services to families, or to study a particular subject related to being a parent. Through group processes, parents find opportunities to share their experiences and concerns as well as their ideas and solutions with one another and receive validation in their roles as parents. Mutual support is a major aspect of all parent groups. It is this aspect that sets them apart from therapy groups, which tend to focus more intently upon the problems of group members and the process of change.

Many parent groups arrange for child care during their meetings so that sessions are free from interruption. Responsibility for child care may rotate among group members, or volunteer or paid child care givers may be used.

Setting the Purpose, Goals, and Objectives

Once the planning committee has determined the type of program they would like to establish, they should write the details of the program down on paper. As part of this process, the committee should think concretely about exactly what will be accomplished, how, and for whom. These "what's," "how's," and "whom's" become the program's statement of purpose, goals, and objectives. This process not only helps the planning committee clarify its ideas, it also provides clear information to be presented to community groups, funding sources, and parents, and provides the basis for monitoring and evaluating the program in the future.

Administrative Structure

The planning committee must decide whether their intended program will be an independent organization or part of an agency that already exists. If it is decided that the program will become affiliated, an agreement that details the terms of affiliation should be written and

signed by all parties. On the other hand, if it is decided that the proposed program will function as an independent organization, the planning committee should begin the process of establishing a nonprofit agency by incorporating, obtaining tax-exempt status, and forming a board of directors.

Next, the planning committee will want to outline a preliminary budget, determine ongoing program expenses, organize a fiscal management system, write personnel policies and job descriptions, and consider what type of organizational insurance is needed. Some of these steps may require legal help.

In the final stages of establishing a family resource program, organizers make decisions about such things as choosing program housing, selecting volunteers and staff members, recruiting program participants, and providing child care. These factors are discussed below.

Fundraising

Fundraising must begin in the very early stages of organizing a family resource program. It is a never-ending task that initially seems overwhelming, but it involves a set of logical steps that can be learned. In a simple and effective manner, you must be able to tell your story—the purpose of the program, whom it serves, and how the program will be or is being carried out. Patience is a necessary virtue because raising money requires time: it involves writing letters and proposals, making calls on businesses and agencies that might be possible sources of funds or materials, and holding money-making activities. Possible resources for funding include private, family, and community foundations; corporations and corporate foundations; local, state, and federal governments; organizations like The United Way; membership fees and fees for services; voluntary organizations, service clubs, and small businesses; special events; and individual donations.

Location

In many cases, the location of a center determines who is served and what the programs will be. As you check out available housing, you need to consider the number of adults and children you want to serve, the hours you want to be open, and the kinds of people who will use the center. Other considerations include comfort, cleanliness, appropriate lighting and ventilation, and adequate parking or access

to public transportation. Choosing a location often involves trade-offs, such as giving up a spacious setting for a smaller center convenient to families with greater needs.

A great number of family resource programs are located in spaces that are either donated or rented for a minimal amount of money. Organizers should look for these bargain locations in local churches, temples, schools, hospitals, apartment complexes, libraries, community centers, and the like.

Before final agreements are made for the use of program space, be *certain* that the landlord clearly understands who will be involved in the program, the days and hours it will be open, and its goals and objectives. Paying minimal rent or no rent may not be a bargain if the landlord or other people complain about noise or the presence of strollers in the hallway, making everyone feel apologetic or uncomfortable.

Many parent networks and support groups meet in the homes of participants. While some participants enjoy hosting meetings, others who may want to participate in the group might feel uncomfortable about having it meet in their home. These parents can become involved in other ways, such as by preparing food or providing transportation.

Staff

The quality of staff members can make or break a program. Although many programs are run entirely by parents or volunteers, usually programs are staffed by a combination of paid and volunteer staff members. Organizers are well advised to give themselves sufficient time to advertise positions, review applications, interview, and choose staff members.

When recruiting and selecting staff members, factors such as professionalism, understanding the community, knowledge of child development, and a genuine concern for families are crucial. The qualifications that are valuable include: knowledge of parent-child relating and child development, experience with children, sensitivity to the community, willingness and ability to learn and be part of a team, ability to observe and report accurately, a nonjudgmental approach to families, openness and flexibility, ability to involve families with other agencies or services, and understanding of group dynamics.

Whether staff is volunteer or paid, an ongoing staff training program and good supervision are essential for effective staff performance. Above all, staff must be given a clear idea of the philosophy of your program and an understanding of prevention strategies.

Recruiting Families

A plan to recruit families is integral to the success of any new program. The plan that can best accomplish this depends to a large extent upon the kind of program that is being offered. For example, a home-based program for at-risk families would benefit very little from a publicity campaign that involves newspaper advertising or the distribution of flyers throughout the community. The most appropriate way to recruit participants for this program might be to inform social service agencies and community institutions that serve at-risk families and ask them to refer families.

Meeting individually with staff members and giving them program brochures for future reference can generate even greater cooperation. If the new program serves parents of handicapped children, recruiters may want to focus their energies mainly on schools and organizations that serve that particular population. If the program provides a warmline designed to reach out to all families in the community, a blanket media campaign could help as many people as possible to learn about the new service.

The first step, then, in the development of a recruitment plan is to decide exactly what audience is to be reached. Geographical boundaries, ages of parents, and the number of families to be served will determine the best way to go about recruitment. Once you have established an inviting and well-run center, families will learn about you from other families. Don't be discouraged if this takes a bit of time. Some families will appear immediately, but others will need to overcome the distrust they may have developed from previous experiences with social service agencies. Still others will need to be convinced of the value of what the center offers. And some families will wait to participate until they see you have gained the support of people they look to for leadership.

Providing Child Care

Depending on the type of family resource program you have chosen, you may be faced with the decision of whether or not to provide child care. One major reason some programs provide on-site child care is that many parents will simply not attend if they have to secure care for their children while they participate in the program. Other programs provide child care because they also place an emphasis upon parent-child interaction and enhancing the development of the children whose parents participate.

The type of program you choose to offer will influence the type of child care services you provide. Such services can range from

providing occasional babysitters to providing a fully equipped and staffed developmental program with scheduled activities and, in some cases, developmental screening and assessment of each child.

There are many ways that family resource programs can staff their child care component. Options are a paid child care staff, volunteers, rotating responsibility among participating parents, and open child care (parents and children together in the same space with each parent responsible for watching his or her own child).

Child care programs require a suitable physical setting, supplies, food, additional liability insurance, and possibly a child care license. Organizers who have little or no experience in the field of child care or child development are encouraged to do some research on the topic before planning a child care component for their program.

Providing child care for children in a family resource program involves a unique challenge: making sure both parents and children are served. Conflicts between the needs of the children and those of the parents may surface at any time. Thus, child care providers must be skilled, creative, and dedicated to the concept of serving both parents and children so that they can solve problems not encountered in traditional child care settings.

Developing the Program

Family resource programs are based on two assumptions: that most parents want to be good parents, and that when they feel secure in themselves they can be helped to become better parents. Therefore, the original goals and objectives you set in the planning stages of your program should be adjusted as parents express their needs and as your staff learns what the parents in your program require in order to feel more competent as people. It is important that the program – like the staff members – be flexible. A relaxed, well-run center is the result of ongoing, detailed planning.

Evaluation

A procedure for evaluation should be built into every family resource program. Not only does self-evaluation represent an ongoing commitment to learning from experience, but steady and systematic review encourages a program to clarify its goals and

see that its activities are directed toward them. In addition, program evaluation can help you describe your program to people outside the organization. Most programs need to make objective information and assessment of their services available to a wide audience. Funders and policymakers are understandably reluctant to support programs solely on the basis of anecdotal evidence or testimonials.

Regardless of the many benefits of evaluation, the idea makes many people uncomfortable. They doubt that an evaluation can capture the complex interpersonal dynamics in family resource programs or the benefits families derive from these services. They think of reports couched in unfamiliar language and jargon. They see evaluation as a threat to the staff. They fear program activities will be disrupted.

There is a grain of truth in each of these fears, but they are also partially the result of misunderstanding and misuse of evaluation. Program studies need not be technically complex, nor must services be compromised. Evaluation does not necessarily require specialized statistical procedures such as random assignment and control groups. Instead, staff members, volunteers, program participants, administrators, board members, community leaders, and funders can design and conduct their own simple and useful study of how their program is progressing. Such evaluation might include some or all of the following: determining whether the program is reaching its target population; identifying participants' needs; documenting what the program is doing; describing other resources available in the community; conducting a consumer satisfaction survey; assessing the extent to which the program attains its objectives as evidenced by short- and long-term changes in program participants; comparing program costs and benefits; looking at the program's resource base and stability.

It will not be possible for an internal team to conduct rigorous studies of the effects of a program unless the program has evaluation specialists on staff and a very large budget. Programs that wish to engage in this type of evaluation will need expert advice. It is strongly suggested that initial efforts in evaluation come from within before tackling complex studies that would require an outside specialist.

Conclusion

Building a family resource program is a dynamic process. Involvement with parents and children creates continual change, a constant flow of ideas, and endless possibilities for growth in new directions. Families will raise issues and offer answers, and stimulate the staff to be sensitive to them as individuals.

A truly responsive family resource program can never remain static. As families change, as new people become integrated into activities, as community resources grow or deteriorate, and as institutions of the community function well or poorly, programs and planning will take new forms.

As a result, the planning and organizing process is never-ending. The more smoothly a family resource program runs, the more organized it is behind the scenes. The more effortlessly responsive such a program appears to be, the more certain it is that in fact great effort has gone into working out administrative details.

We hope that you have found this booklet helpful as you approach the task of providing programs to benefit the families in your community.

Checklist

You may find the following checklist helpful as you develop a family resource program. Expect the process to take from six months to two years, depending upon the type of program selected.

- Form a planning committee of from six to ten members. Members should include service professionals, parents, an attorney, a medical professional, an accountant, community leaders, a public relations specialist, a religious professional, and someone knowledgeable about fundraising.

- Assess the community's needs. The purposes are to provide direction about the population(s) to be served and to identify the type of services that would best fill the needs. The assessment should include:
  - problems and strengths of the community
  - resources and services available in the community
  - services that are needed, by whom, and services most likely to be supported by the community

– Choose a program model. Based on the information collected through the assessment, answer the following:
  - What geographic area will you serve?
  - Whom will you serve?
  - What kind of services are needed the most?
  - Which type of program model would best deliver the needed services: drop-in center? parent education center? parent networks? home-based programs? warmline? parent groups?
  - Will you provide child care? If yes, check your state laws.

– Once the type of program is decided, write the answers to the following:
  - What will your name be?
  - What is the purpose of the program?
  - What are the goals of the program?
  - What are the specific objectives that must be met to achieve each goal?

– The planning committee now decides whether to be an independent organization or to affiliate with an existing agency. If the committee chooses to be an independent organization:
  - incorporate in your state as a not-for-profit corporation
  - obtain tax-exempt status as a 501(c) (3) organization from the Internal Revenue Service
  - complete Form SS14 to obtain your employer identification number from the Social Security Department
  - write bylaws
  - form a board of directors (This is usually achieved by the planning committee's electing itself the board of directors.)
  - elect officers

  If the planning committee decides to affiliate: a detailed letter of agreement should be written by an attorney (the one on your planning committee), and should be signed by all parties.

– Prepare a budget and income plan:
  - determine your fiscal year
  - itemize ongoing program expenses
  - organize a fiscal management system
  - write personnel policies and procedures
  - write job descriptions for paid and volunteer staff
  - identify possible sources of income to meet expenses, plus 20% operating reserve

—**Initiate fund-raising activities immediately**

—Decide on location, considering the following:
- How many adults and children will you serve?
- What days will you be open?
- What will your hours be?
- Is the location close to the people you want to serve?
- Is there adequate parking or access to public transportation?
- Is the interior comfortable and clean? Does it have good lighting and ventilation?

CAUTION: Before making a final decision on a location, **be certain** that the landlord knows: the purpose of the program; who's involved in the program; what days and hours you'll be open; and any disadvantages, such as the possibility of noise, and the probability that baby carriages and strollers may abound.

—Fill staff positions:
- advertise positions
- review applications
- interview
- **check all references carefully, including those of volunteers, especially if your program includes direct services for children**
- choose staff

—Recruit families
- develop a brochure describing your program
- write press releases
- distribute brochures and press releases to social service agencies, schools, and the media
- develop a public relations and publicity plan

Resources

Materials

Creating Drop-in Centers: The Family Focus Model.
Family Focus, Inc., 2300 Green Bay Road, Evanston, IL 60201,
(312) 869-4700.

Family Resource Program Builder. The Family Resource Coalition,
200 S. Michigan Ave., Suite 1520, Chicago, IL 60604,
(312) 341-0900.

Home Visiting Guidelines. The Ounce of Prevention Fund,
188 W. Randolph, Suite 2200, Chicago, IL 60601, (312) 853-6080.

Additional Reading
America's Family Support Programs: Perspectives and Prospects,
ed. by Sharon L. Kagan et al., Yale University Press, 1987.

Programs

North

MELD
123 N. Third St., Suite 804
Minneapolis, MN 55401

Village Response Team
Tanana Chiefs Conference, Inc.
201 First Ave.
Fairbanks, AK 99701

South

Avance Educational Programs for Parents and Children
1226 Northwest 18th St.
San Antonio, TX 78207

CEDEN Family Resource Center
1631 E. Second St., Bldg. A-B
Austin, TX 78702

Children with Teachers at Home
District One Schools
P.O. Box 218
Campobello, SC 29322

Conroe Family Outreach Center
Family Outreach of America, Inc.
105 N. Thompson
Conroe, TX 77301

The Family Center of Nova University
3301 College Ave.
Ft. Lauderdale, FL 33314

Family, Infant & Preschool Program
300 Enola Rd.
Morganton, NC 28655

Family Tree Parenting Center
P.O. Box 2386
Lafayette, LA 70502

M.I.L.K. (Mothers/Men Inside Loving Kids)
1212 Wilmer Ave.
Richmond, VA 23227

The Parenting Center at Children's Hospital
200 Henry Clay Ave.
New Orleans, LA 70118

Parents of Prematures
P.O. Box 440094
Houston, TX 77244-0094

Parent Resource Center, Inc.
42 E. Jackson St.
Orlando, FL 32801

SCAN Volunteer Service, Inc.
2500 N. Tyler, P.O. Box 7445
Little Rock, AR 72217

East

Child Care Council of Westport-Weston
245 Post Road East
Westport, CT 06880

The Children's Place and Parent Education Center
P.O. Box 576
Concord, NH 03301

Children's Play Room, Inc.
99 S. Cameron St.
Harrisburg, PA 17101

COPE
530 Tremont St.
Boston, MA 02116

Early Childhood Program
Boston Children's Museum
300 Congress St.
Boston, MA 02210

Early Childhood Room/ Parent-Child Workshop
Middle Country Public Library
101 Eastwood Blvd.
Centereach, NY 11720

Family Exchange Center
Variety Pre-Schooler's Workshop
47 Humphrey Dr.
Syosset, NY 11791

Family Matters Project
Cornell University
Martha Van Rensselaer Hall
Ithaca, NY 14853

The Family Place, Inc.
3309 16th St. N.W.
Washington, DC 20010

Family Support Center
201 S. 69th St.
Upper Darby, PA 19082

Frederick County Family Life Center
35 E. Church St.
Frederick, MD 21701

Lamoille Family Center
Brigham St., P.O. Box 274
Morrisville, VT 05661

Let's Play to Grow
1350 New York Ave., N.W., Suite 500
Washington, DC 20005

East (cont.)

The Mothers' Center
Development Project
129 Jackson St.
Hampstead, NY 11550

Neighborhood Support Systems
for Infants
One Davis Square
Somerville, MA 02144

92nd Street Y Parenting Center
1395 Lexington Ave.
New York, NY 10128

PACE Family Treatment Center
Bronx Psychiatric Center
2075 Jerome Ave.
Bronx, NY 10453

Parental Stress Center, Inc.
1700 East Carson St.
Pittsburgh, PA 95203

Parenting Program
J.B. Franklin Maternity Hospital
and Family Center
City Line and Overbrook Aves.
Philadelphia, PA 19131

Parent Specialist Education
Philadelphia ARC
2350 W. Westmoreland St.
Philadelphia, PA 19140

Parents Place, Inc.
3 Carhart Ave.
White Plains, NY 10605

Single Parent Resource
Center, Inc.
1165 Broadway, Suite 504
New York, NY 10001

Webster Avenue Family
Resource Center
134 Webster Ave.
Rochester, NY 14609

Work and Family Life
Seminar Program
Bank Street College
of Education
610 W. 112th St.
New York, NY 10025

West

Armed Services YMCA/Hawaii
810 Richards St.
Honolulu, HI 96813

Bananas
6501 Telegraph Ave.
Oakland, CA 94609

Birth to Three
3411-1 Willamette St.
Eugene, OR 97405

Child Rearing Education and
Counseling Program
Children's Health Council
700 Sand Hill Rd.
Palo Alto, CA 94304

Early Childhood Center
8730 Alden Dr., Suite E-105
Los Angeles, CA 90048

Employer Supported Child
Care Program
Parents in the Workforce
1838 El Camino Real, Suite 214
Burlingame, CA 94010

Family Support Center
75 West Center Street
Midvale, UT 84047

New Futures School
2120 Louisiana, NE
Albuquerque, NM 87110

Parent Education Program
Linn-Benton Community College
6500 S.W. Pacific Blvd.
Albany, OR 97321

Parent Education Resource Center
Davis County School District
77 S. 200 East
Farmington, UT 84025

Parent Support Network for Urban Native American Families
2509 E. Fillmore St.
Phoenix, AZ 85008

Midwest

Building Parent to School Partnerships
La Grange Area Dept. of Special Education
1301 W. Cossitt Ave.
La Grange, IL 60525

Family and Community Project
780 McClure Rd.
Aurora, IL 60504

The Family Center
7423 Wellington Way
Clay, MO 63105

Family Enhancement Program
605 Spruce St.
Madison, WI 53715

Family Focus, Inc.
2300 Green Bay Rd.
Evanston, IL 60201

Family Life Center
714 S. National
Springfield, IL 65807

Infant Care Program
Evanston Hospital Dept. of Pediatrics
2650 Ridge Ave.
Evanston, IL 60201

National Lekotek Center
2100 Ridge Ave.
Evanston, IL 60204

Neighborhood Family Resource Centers
Wayne State University Center for Urban Studies
5229 Cass St.
Detroit, MI 48202

Parent/Child Education Center
Family Life-Community Education Services
Canton City Schools
1153 Third St., S.E.
Canton, OH 44707

Parent-to-Parent Model
Miami Valley Child Development, Inc.
1034 Superior Ave.
Dayton, OH 45407

PAT: The National Center
Marillac Hall, Unv. of Missouri
8001 Natural Bridge Rd.
St. Louis, MO 63129

Teenage Parent Alternative School Program
200 Pagel
Lincoln Park, MI 48146

Other NCPCA Publications

The National Committee for Prevention of Child Abuse (NCPCA) publishes educational materials that deal with a variety of topics, including parenting, child abuse, and child abuse prevention. Written in a conversational style, the materials are excellent for professionals, lay persons, students, and children. For free price and ordering information, contact NCPCA Catalog, P.O. Box 94283, Chicago, IL 60690, (312) 663-3520.

Child Abuse Prevention

An Approach to Preventing Child Abuse
Self-Help and the Treatment of Child Abuse
Child Care and the Family
Strengthening Families through the Workplace
Evaluating Child Abuse Prevention Programs
Talking about Child Sexual Abuse
Emotional Abuse: Words Can Hurt
My Brother Got Here Early
When School's Out and Nobody's Home
I Hear You
Making the World Safe for Jeffery
Who Stole Mrs. Wick's Self-Esteem?
Annie Overcomes Isolation
Caring for Your Children

Child Abuse

Emotional Maltreatment of Children
Physical Child Neglect
Basic Facts about Child Sexual Abuse
Maltreatment of Adolescents
Think You Know Something about Child Abuse?
Physical Child Abuse

Parenting

Foster Parenting Abused Children
What Every Parent Should Know
Child Discipline: Guidelines for Parents
Growth and Development through Parenting
Parent-Child Bonding: The Development of Intimacy
Stress and the Single Parent
Getting New Parents Off to a Good Start

Special Subjects

Educators, Schools, and Child Abuse
Catapulting Abusive Alcoholics to Successful Recovery
The Disabled Child and Child Abuse
Child Abuse and the Law: A Legal Primer for Social Workers

Children's Materials

Amazing Spider-Man and Power Pack (Child sexual abuse prevention)
You're Not Alone: Kids' Book on Alcoholism and C' 'ld Abuse
Spider-Man on Emotional Abuse

Judith Smith Musick, Ph.D., is a developmental psychologist specializing in child development and parent-child relationships, and founding executive director of the Ounce of Prevention Fund. The author of a wide range of articles and books on infancy, prevention, and intervention programs for at-risk and troubled families, she is also a research faculty member of the Erikson Institute for Advanced Study in Child Development. Dr. Musick is currently a visiting scholar at Northwestern University's Center for Urban Affairs and Policy Research and the school's Department of Human Development and Social Policy. She is the vice-chair of the Board of Directors of the Ounce of Prevention Fund. Dr. Musick is also a member of the American Psychological Association, the American Orthopsychiatric Association, and the Society for Research in Child Development, and is a past president of the Illinois Infant Mental Health Association.

Bernice Weissbourd, an early childhood educator, is known as an initiator and leader of the growing family support movement. In 1976 she founded Family Focus, Inc., in Evanston, Illinois, a nonprofit organization providing comprehensive community-based programs for prospective parents and for parents with children three years of age and under. In 1981 Ms. Weissbourd created a national organization called the Family Resource Coalition, a nationwide network of family support programs. She is a contributing editor to *Parents* magazine and has authored and edited numerous publications, including *America's Family Support Programs*, published by Yale University Press in 1987. Ms. Weissbourd is the current president of the American Orthopsychiatric Association and a member of the National Commission on Children.

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